GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:3908
ANSWERED ON:19.04.2005
FORMULATION OF WELL DEFINED SYSTEM IN EDUCATION
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Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Union Government has directed the State Governments for formulating a well-defined system for services like education;

(b) if so, the guidelines issued in this regard;

(c) whether the State Governments have adhered to these guidelines; and

(d) if so, the activities carried out by the State Governments under these guidelines?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT(SHRI M.A.A. FATMI)

(a) to (d): The National Policy on Education (NPE), 1986, as modified in 1992, and its Programme of Action (POA), 1992, are in the nature of directions and guidelines both for the Centre as well as the State Governments for the formulation of an Education System and to provide for a National System of Education, which implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The NPE and POA envisage a common educational structure, a national curricular framework and minimum levels of learning for each stage of education. As education is in the Concurrent List, the modified NPE envisages the role and responsibility of the States and the Centre in regard to education as one of a meaningful partnership. It also envisages that while the role and responsibilities of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education. The implementation of the NPE would require total involvement of both the States and the Centre and there has to be effective and positive interaction between these two partners for successful and effective implementation of the NPE. A certain amount of flexibility is assumed which will help the implementing agencies in tailoring the POA, 1992 to suit their contexts and emerging scenarios.

2. At the national level, the Central Advisory Board of Education (CABE) plays a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. The NPE envisages that State Governments may establish State Advisory Boards of Education on the lines of CABE and also envisages the creation of appropriate Boards/ Bodies at District level to manage education up to the higher secondary level. The Central, State and District and Local level agencies are expected to participate in planning, coordination, monitoring and evaluation within a multi-level framework of educational development. The Local communities, through appropriate bodies, are to be assigned a major role in the programmes of school improvement. Non-governmental and voluntary effort, including social activist groups, are also to be encouraged, subject to proper management and financial assistance provided.

3. The CABE has been reconstituted to facilitate wider consultation and concurrence in the federal spirit and a meeting of the Board was held on 10-11 August 2004 during which some critical issues had emerged needing detailed deliberation. Seven Committees of CABE have been set up to examine in detail these issues. The CABE includes the Education Ministers of all States/UTs with some of them also being represented on the CABE Committees.

4. The National Curriculum Framework for School Education

(NCFSE) contains a common core alongwith other components that are flexible and thus provide the advisory guidelines for School Education for the Centre and the states. The National Council for Educational Research and Training (NCERT) has been asked to take up the revision of the NCFSE, which had become due. The NCERT has already set up a National Steering Committee under the chairmanship of Prof. Yash Pal alongwith a number of subjectwise Focus Groups to undertake the review of NCFSE.

5. Thus the NPE envisages a participative and complementary role for the Centre and State Governments rather than enforcement through directions from the Centre to the States.